



# Shumway Elementary School

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1325 N. Shumway Avenue, Chandler, AZ 85225

Chandler Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Highly Performing

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Lorah J Neville MAEd  
Schedule : 07:30 AM to 04:30 PM  
Grades : Pre-K-6  
Web Address : ww2.chandler.k12.az.us/shumway-elementary/web  
Phone Number : (480) 812-7400  
Fax Number : (480) 812-7420  
E-mail : neville.lorah@chandler.k12.az.us

### Mission

Shumway Elementary is a school where Character Counts! We strive to provide all students with the experiences necessary to reach their full potential. We believe that education is a shared responsibility. We involve parents, staff, students and the community as partners in creating a safe, focused learning environment where our students can excel academically and grow socially as well as emotionally.

### School / Academic Goals

- ü In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in reading as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in math as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü Consistent with NCLB requirements, all identified underperforming school subgroups will meet established targets as measured by AIMS in spring 2006 or improve a minimum of 10%.
- ü The percent of students meeting or exceeding the standard in writing as measured by AIMS will increase each year until 100% is achieved by 2014.

### Enrollment

October 1, 2005 School Year Student Enrollment : 622  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 117

## Instructional Programs

- ü Gifted, Self-Contained (Grades 5-6)
- ü Phonics & Research-Based Reading (K-6)
- ü Special Education/Autism Program (K-6)
- ü General Music (Grades K-6)
- ü Instrumental Music (Grades 5-6)
- ü On-Site Community Pre-School
- ü Weekly Tutoring At-Risk Students (K-6)
- ü Physical Education (K-6)

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

Shumway Professional Service Standards have been developed by the principal and certified staff. Parents can expect prompt, courteous communication regarding their child and any question the parent has. Additionally, progress is reported to parents throughout the year both informally and formally. We will guide the educational, social and emotional growth of each student in order to develop life-long learners and good citizens.

### Parents

We expect that parents will ensure prompt, regular student attendance; attend conferences and curriculum nights; communicate concerns in a courteous, timely manner to the teacher; and support children in developing good study habits. We also hope that parents will join the PTO, volunteer in classrooms and attend evening and special functions.

## Transportation Policy

Transportation is provided for resident students living a distance of more than one mile from Shumway. Parents are responsible for transporting children who attend Shumway on Open Enrollment.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1 Winner Presidential Award for Teaching in Mathematics	2005
ü 5 Star School for Test Scores Rated by GreatSchools.net	2004
ü District Clean Schools Award Winner	2005
ü District Clean Schools Award Winner	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2484	80010	99	97	99	461	465	447	5	5	10	12	11	18	56	53	53	27	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1199	38935	98	97	99	462	466	447	2	4	9	10	12	19	59	54	55	29	30	17
Male	44	1281	40974	100	96	98	460	465	448	7	6	11	14	11	18	55	52	52	25	31	19
African American	10	138	4201	100	97	99	NA	443	430	NA	4	17	NA	26	23	NA	56	51	NA	14	9
Hispanic	23	767	34545	96	96	99	453	441	432	9	12	14	4	20	24	70	54	53	17	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	49	1395	35142	100	97	99	470	479	465	2	2	5	10	6	11	55	52	56	33	40	28
Students with Disabilities	12	312	10161	100	89	93	411	436	419	25	15	28	33	24	28	42	47	36	NA	14	8
Students without Disabilities	73	2172	69849	99	98	100	469	469	451	1	4	7	8	10	17	59	54	56	32	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	18	727	39029	95	94	98	433	439	432	17	12	14	17	23	25	61	52	52	6	14	9
Non-Economically Disadvantaged	67	1757	40981	100	98	100	468	476	462	1	2	6	10	7	13	55	53	54	33	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2477	79438	95	97	98	462	467	451	4	5	9	23	17	24	61	61	56	12	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1201	38775	98	97	99	477	475	457	2	3	7	12	14	22	68	61	58	17	21	13
Male	41	1272	40560	93	96	97	447	460	446	5	7	12	34	19	25	54	60	54	7	13	9
African American	10	137	4178	100	96	98	NA	452	439	NA	8	13	NA	26	29	NA	55	52	NA	11	6
Hispanic	22	763	34297	92	95	98	465	440	434	5	12	14	18	30	31	68	51	50	9	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	47	1391	34887	96	97	98	469	482	471	NA	2	4	23	9	15	62	66	63	15	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	73	2174	69850	99	98	100	467	472	456	3	3	7	18	15	23	66	63	59	14	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	17	727	38685	89	94	97	428	437	435	12	12	14	41	32	32	47	50	50	NA	5	5
Non-Economically Disadvantaged	65	1750	40753	97	98	99	471	480	467	2	2	5	18	11	16	65	65	62	15	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2518	79971	99	98	99	417	444	423	9	4	8	41	27	41	45	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1214	38974	98	98	99	438	457	437	7	3	5	27	20	33	56	72	57	10	6	4
Male	44	1300	40895	100	98	98	398	432	410	11	5	10	55	34	47	34	58	41	NA	3	2
African American	10	140	4203	100	99	99	NA	436	411	NA	5	11	NA	31	45	NA	62	43	NA	1	2
Hispanic	23	776	34481	96	97	99	402	424	410	17	7	10	35	36	46	43	55	43	4	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	49	1415	35150	100	99	99	430	453	437	4	2	5	43	22	35	47	70	56	6	5	5
Students with Disabilities	12	339	10258	100	96	94	365	406	377	25	12	23	58	47	51	17	40	25	NA	1	1
Students without Disabilities	73	2179	69713	99	98	100	426	450	429	7	3	5	38	24	39	49	69	52	5	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	18	738	38994	95	95	98	352	420	409	28	8	10	44	39	47	28	51	41	NA	2	1
Non-Economically Disadvantaged	67	1780	40977	100	100	100	435	454	437	4	3	5	40	22	34	49	71	56	6	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2509	80147	99	98	99	515	508	482	5	5	11	6	10	17	45	45	49	44	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1186	39281	98	98	99	514	509	483	5	4	9	7	9	17	48	44	50	41	43	24
Male	58	1320	40780	100	97	98	517	506	482	5	6	12	5	10	17	43	46	48	47	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	20	756	33494	100	98	99	492	482	466	15	10	15	10	19	23	50	48	49	25	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	69	1453	36122	99	97	99	523	521	501	1	2	5	6	5	10	45	44	50	48	50	35
Students with Disabilities	12	335	10295	100	89	92	474	469	443	17	17	33	25	22	26	42	45	33	17	16	8
Students without Disabilities	90	2174	69852	99	99	100	520	513	488	3	3	7	3	8	16	46	45	51	48	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	18	689	38371	100	96	97	478	475	465	17	11	15	17	20	23	44	52	49	22	17	13
Non-Economically Disadvantaged	84	1820	41776	99	98	100	524	520	498	2	2	6	4	5	11	45	42	49	49	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2503	79686	98	97	98	485	486	470	5	7	11	17	16	24	70	64	57	8	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1183	39163	98	98	99	488	492	475	5	5	9	18	14	22	68	66	60	9	15	10
Male	57	1317	40438	98	97	97	481	480	465	5	8	13	16	18	25	72	62	54	7	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	20	752	33299	100	98	98	458	459	452	20	16	17	10	27	32	70	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	68	1452	35914	97	97	98	490	500	489	1	2	5	19	10	15	71	70	67	9	18	14
Students with Disabilities	11	330	9808	92	88	87	446	447	432	9	22	35	36	30	32	45	41	30	9	6	3
Students without Disabilities	90	2173	69878	99	99	100	488	491	475	4	4	8	14	14	23	73	68	61	8	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	18	685	38095	100	96	97	452	452	452	22	17	17	17	31	32	61	50	48	NA	2	3
Non-Economically Disadvantaged	83	1818	41591	98	98	99	492	498	486	1	3	6	17	10	16	72	70	65	10	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2539	80372	100	99	99	477	492	475	5	2	4	23	20	30	70	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1200	39452	100	99	99	491	503	488	4	2	3	11	13	22	82	80	72	2	5	3
Male	58	1336	40836	100	98	98	465	482	464	5	3	6	33	27	37	60	68	56	2	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	20	763	33608	100	99	99	439	471	462	15	4	6	30	31	36	55	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	70	1474	36213	100	99	99	483	502	489	3	1	2	23	14	22	71	80	72	3	5	3
Students with Disabilities	12	357	10526	100	95	94	443	455	427	NA	5	15	67	50	53	33	45	31	NA	1	1
Students without Disabilities	91	2182	69846	100	99	100	480	497	482	5	2	3	18	15	26	75	79	69	2	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	18	696	38521	100	97	98	449	465	461	11	4	6	33	38	38	56	57	55	NA	1	1
Non-Economically Disadvantaged	85	1843	41851	100	100	100	483	502	489	4	1	3	21	14	22	73	80	72	2	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2492	79306	98	98	99	512	526	504	15	6	13	10	11	20	49	52	49	25	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1246	38845	98	97	99	512	527	505	14	6	11	12	10	20	49	53	50	25	31	18
Male	55	1243	40383	98	98	98	512	525	504	16	7	14	9	12	19	49	51	47	25	30	19
African American	14	168	4171	100	98	98	487	511	485	29	12	20	14	18	26	43	51	44	14	20	10
Hispanic	21	722	32673	95	98	99	485	502	487	29	11	18	19	20	25	48	53	46	5	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	61	1400	36234	98	97	99	527	537	523	7	3	6	7	6	13	52	53	52	34	38	28
Students with Disabilities	18	352	10286	95	88	91	480	476	462	39	27	41	17	28	27	33	38	27	11	8	5
Students without Disabilities	88	2140	69020	99	99	100	519	533	510	10	3	9	9	8	18	52	54	52	28	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	20	673	37437	95	97	97	479	499	486	35	12	19	15	22	26	40	53	46	10	13	9
Non-Economically Disadvantaged	86	1819	41869	99	98	100	520	536	521	10	4	7	9	7	14	51	52	51	29	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2499	79000	98	98	98	490	504	489	12	6	10	15	16	24	64	65	58	8	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1252	38774	98	98	99	496	510	494	8	4	7	16	13	22	67	68	61	10	15	10
Male	55	1244	40150	98	98	98	485	498	485	16	7	12	15	19	25	62	62	55	7	12	8
African American	14	170	4153	100	99	98	475	495	476	7	6	13	36	19	30	57	67	53	NA	8	4
Hispanic	21	719	32508	95	98	98	464	481	472	24	10	15	24	29	33	52	55	49	NA	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	61	1407	36135	98	98	98	502	516	508	8	3	4	8	10	14	70	69	67	13	17	15
Students with Disabilities	18	358	9991	95	90	88	456	458	449	39	23	33	28	40	36	33	34	29	NA	3	2
Students without Disabilities	88	2141	69009	99	99	100	497	511	495	7	3	6	13	13	22	70	70	62	10	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	20	672	37234	95	97	97	457	479	472	35	11	15	25	30	33	40	53	50	NA	6	3
Non-Economically Disadvantaged	86	1827	41766	99	98	99	498	513	505	7	3	5	13	11	16	70	69	65	10	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2528	79611	97	99	99	475	514	496	15	4	7	32	24	37	51	71	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1263	39016	98	99	99	485	526	511	14	3	4	25	17	29	59	79	66	2	1	1
Male	54	1262	40519	96	99	98	465	503	482	17	5	10	39	31	44	44	63	46	NA	0	0
African American	14	171	4188	100	99	98	486	514	486	14	4	9	14	20	40	71	76	50	NA	NA	0
Hispanic	20	726	32855	91	99	99	426	491	481	30	7	10	40	37	43	25	55	47	5	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	62	1426	36380	100	99	99	493	525	511	10	2	4	35	19	30	55	78	65	NA	1	1
Students with Disabilities	19	387	10664	100	97	94	424	461	440	32	14	23	47	53	54	21	32	22	NA	1	1
Students without Disabilities	86	2141	68947	97	99	100	486	523	504	12	2	4	29	19	34	58	78	61	1	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	18	679	37626	86	98	98	426	489	479	28	8	10	33	39	45	39	53	45	NA	1	0
Non-Economically Disadvantaged	87	1849	41985	100	100	100	485	523	511	13	3	4	32	19	30	54	78	65	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2387	79327	99	98	98	562	543	518	1	11	19	8	12	20	51	49	46	41	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1181	38961	97	98	98	553	545	520	NA	9	16	13	12	20	55	50	48	32	29	16
Male	41	1202	40295	100	97	97	570	541	516	2	12	21	2	12	19	46	49	44	49	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	10	687	32327	91	98	98	NA	510	499	NA	22	27	NA	21	25	NA	45	41	NA	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	60	1351	36373	100	97	98	565	558	538	2	5	10	7	7	14	48	52	52	43	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	70	2071	70006	99	99	100	566	550	524	NA	7	14	7	11	19	50	51	49	43	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	71	1750	42230	100	98	99	562	556	535	1	5	11	8	9	15	48	52	50	42	35	24

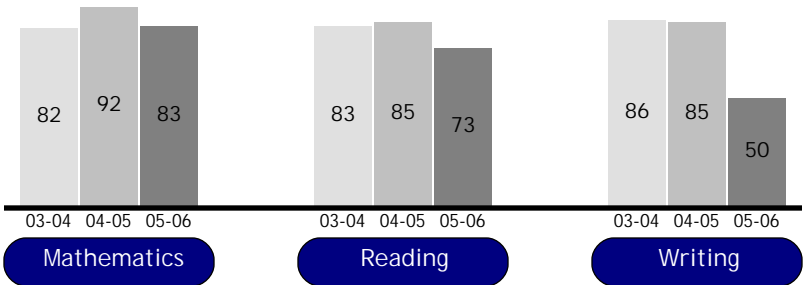
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2389	79501	98	98	98	525	513	497	3	6	10	9	17	25	82	70	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1180	39062	95	98	99	529	518	502	NA	5	8	14	14	23	78	74	64	8	8	5
Male	41	1205	40368	100	97	98	522	508	491	5	7	13	5	21	27	85	65	57	5	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	10	684	32389	91	98	98	NA	487	478	NA	14	16	NA	30	34	NA	53	48	NA	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	59	1356	36446	98	98	99	527	526	516	2	2	4	10	10	15	81	78	73	7	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	70	2071	70090	99	99	100	529	519	502	NA	3	7	7	14	24	86	75	65	7	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	70	1755	42318	99	98	99	527	524	513	1	2	5	10	12	17	81	77	70	7	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2426	80000	100	99	99	588	582	564	NA	2	3	3	5	11	86	75	75	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1192	39288	100	99	99	595	595	579	NA	1	2	NA	3	6	87	70	77	13	26	16
Male	41	1230	40644	100	99	98	582	569	549	NA	3	4	5	7	15	85	80	74	10	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	10	694	32672	91	99	99	NA	557	548	NA	4	4	NA	11	14	NA	76	76	NA	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	61	1381	36602	100	100	99	591	593	579	NA	1	2	2	2	7	85	75	75	13	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	71	2080	70081	100	100	100	592	590	571	NA	1	2	NA	3	7	87	76	79	13	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	72	1782	42466	100	100	100	591	593	578	NA	1	2	1	3	7	86	74	75	13	22	16

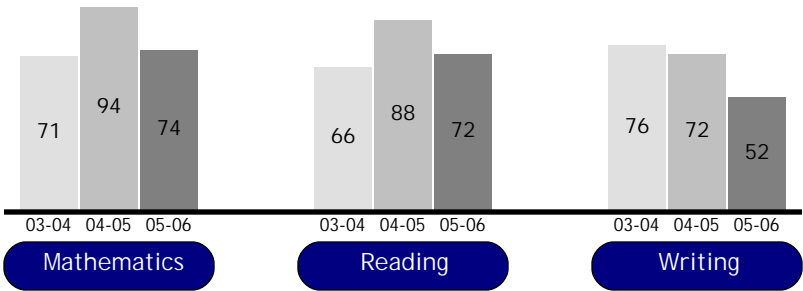
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	66	NA	58	99	57	53	47	99	56	56	46
	Language	96	61	58	50	99	53	52	47	99	54	59	48
	Mathematics	96	65	71	64	99	52	58	50	99	58	65	52
3	Reading	97	68	NA	55	98	58	54	44	95	56	58	46
	Language	97	70	66	61	98	58	52	44	99	56	56	46
	Mathematics	97	72	66	61	98	68	61	51	99	65	63	52
4	Reading	100	78	NA	56	100	56	56	48	96	61	61	52
	Language	100	71	59	52	100	59	56	49	97	63	63	52
	Mathematics	100	80	68	61	100	65	62	53	97	75	72	58
5	Reading	99	71	NA	55	100	66	57	50	98	56	65	56
	Language	100	64	56	49	100	65	58	50	99	56	63	54
	Mathematics	100	74	69	63	100	68	58	49	98	63	65	52
6	Reading	100	70	NA	56	99	69	60	51	98	76	67	56
	Language	100	68	57	48	99	65	55	47	99	67	59	50
	Mathematics	100	80	74	66	99	75	63	52	99	82	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Shumway Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Review of School Data
- Ü Establish Goals for Site Improvement
- Ü School Safety/Health Issues
- Ü Oversee Tax Credit Expenditures
- Ü Parent/Educator Relationships
- Ü Conduct Annual School Survey

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.66
Other Professional Staff	4.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	5	0	0
7 to 9 years	0	0	0	0
10 or more years	5	15	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü On-site Technology Lab with SmartBoard
- Ü Library
- Ü Computer Networked Classrooms
- Ü On-site Ceramics Projects & Kiln

### Extracurricular Activities

- Ü Student-operated School-wide Post Office
- Ü Ceramics Program (K-6)
- Ü Afterschool Intramurals
- Ü Running Club
- Ü Afterschool Jazz Band and Chorus
- Ü Stock Market Club
- Ü Art Masterpiece ( K-6)
- Ü Read Naturally Fluency Lab

### Social Services

- Ü Breakfast/Lunch Program
- Ü Active PTO & Dads Club
- Ü Before/After School Programs - Champions
- Ü On-site Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In Spring of 2005, 86%percent of Shumway 3rd grade students and 92% of 5th grade students met or exceeded the standard in reading on AIMS.
- ü In Spring of 2005, 90%percent of Shumway 3rd grade students and 98% of 5th grade students met or exceeded the standard in math on AIMS.
- ü In Spring of 2005, 88%percent of Shumway 3rd grade students and 78% of 5th grade students met or exceeded the standard in writing on AIMS.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Shumway's character education program strives to provide an emotionally and physically safe learning and working environment. Staff, students and their parents are also expected to adhere to Shumway's Code of Conduct. Additionally, evacuation and safety lock-down drills are practiced regularly to ensure our student and staff are prepared for emergencies. Our school focus is on trustworthiness, respect, responsibility, fairness, caring and citizenship. We strive to be people of good character!

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Lorah J. Neville	(480) 812-7408
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Nicole Walsh	(480) 812-7406
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	Diane Wilfley	(480) 812-7400
Student Health/Nurse	Debra Stermer	(480) 812-7402

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.